# Interactive Whiteboard Software

# Fairyland 1

## Minimum System Requirements

- Windows 2000/XP/Vista Operating System
- Pentium® II 400 MHz CPU
- 128 MB RAM
- 32 MB RAM graphics card
- QuickTime Player 6 or later
- CD-ROM drive
- 16-bit sound card

- Mac OS X
- G4 @ 200 MHz CPU
- 256 MB RAM
- 32 MB RAM graphics card
- CD-ROM drive
- 16-bit sound card

# USER'S MANUAL & TEACHER'S GUIDE

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Express Publishing

**Published by Express Publishing**

**Liberty House, New Greenham Park, Newbury,**
**Berkshire RG19 6HW**
**Tel.: (0044) 1635 817 363**
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**http://www.expresspublishing.co.uk**

© Jenny Dooley - Virginia Evans, 2008

First published 2008

Made in EU

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ISBN 978-1-84862-266-1

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Welcome to Fairyland 1 Interactive Whiteboard (IWB) Software*. This application is designed to follow the Fairyland course and enhance your own and your learners' experience in the language classroom.

## What is an Interactive Whiteboard?

An Interactive Whiteboard is a type of touch-sensitive whiteboard, which has the power to transform any classroom into a dynamic learning environment.

It allows teachers and students to participate interactively in activities projected onto the board from a data projector which is connected to a computer.

Interactive whiteboards are widely used in schools as they are much more lively and interesting than conventional teaching. They provide ways to show students anything which can be presented on a computer (educational software, videos, websites etc). Research has shown that teaching through interactive whiteboard software has numerous advantages:

- It can accommodate different learning styles.
- It is suitable for both small and large groups of students.
- It helps increase students' attention span.
- It assists the assimilation of new information.
- It dramatically increases real teaching time.
- It reduces the time teachers need for preparation.
- It eliminates the need for additional equipment (DVD player, CD player etc).

All in all, it is a powerful teaching tool that will transform your lessons and your classroom!

## What equipment do I need to use the IWB software?

- A computer (IBM compatible or Mac OS)
- A projector
- An interactive whiteboard or a device that turns a plain whiteboard into an interactive whiteboard
- Speakers

***Note:** All the Express Publishing IWB software includes a ***User's Manual*** in PDF format. After the software has run automatically, click the **'X'** button on the top right corner of the screen to exit. Then go to **'My computer'**, right click on the drive this software is in, and click **'Explore'**. This will open up a window with all components of the software, including the ***User's Manual***. Double click on the name of the manual to open it.
The ***User's Manual*** includes everything the teacher needs to know about using the IWB software. We strongly suggest that the teacher takes some time to familiarise him/herself with the applications (i.e. using the toolbar, task types and how to complete them, etc) on the IWB before proceeding any further.

## Running the application

### *On an IBM compatible PC*

The application should run automatically when you insert the disk into your drive. If it does not, please follow these steps:

1. Go to **START>MY COMPUTER**.
2. Locate the icon of your CD/DVD drive. With the **Fairyland 1 Interactive Whiteboard** disk inside your drive, right click the icon of your drive and choose **EXPLORE**.
3. In the new window that appears, double-click on **`Fairyland_1.exe`**.

### *On a Mac OS*

When you insert the disk into the slot, an icon will appear on your desktop with the name **`Fairyland_1`** (see *Fig 1*).

Fig 1

If you click it, the contents of the disk will appear in a browser window with the following icons and file names (see *Fig 2*).

Fig 2

Click the

icon to run the application.

## Navigation

By clicking this button you can **EXIT** the application at any time.

Once the application is running in your system, the first screen you see is the **MAIN MENU** (see *Fig 3*). By clicking any of the titles, you can enter the corresponding section of the software.

All sections that appear in the **MAIN MENU** lead to **SUBMENUS**. For example, if you wish to enter Unit 1, click **MODULE 1**.

Fig 3

Once in the **MODULE MENU** (see *Fig 4*), you can enter the lesson of your choice in Unit 1 or Unit 2 by clicking the corresponding pages.

If you click this button, you can **GO BACK** to the **MAIN MENU** at any time.

Fig 4

In the **LESSON MENU** the active tasks you can enter are indicated by a blue circle (see *Fig 5*). Click a task to enter. This allows you the flexibility to skip certain tasks or pick up from where you left off in the previous lesson.

This button will take you to the **PREVIOUS MENU**; in this case, the **MODULE 1 MENU**.

Fig 5

For example, *Fig 6* shows the screen for Exercise 1 of Lesson 3 in Unit 1.

Click the headphones icon to **LISTEN** to the audio of the sentences. You can play the audio as many times as you wish.

Click this button to **REVEAL** the text.

Click this button to **GO TO THE ADDITIONAL COMPREHENSION TASKS**.

Fig 6

These two buttons will take you to the **PREVIOUS** and **NEXT** tasks, respectively.

Clicking the **PLAY VIDEO** button activates the video of the dialogue.

Clicking any of the **SPEECH BUBBLES** in the dialogue will activate its **AUDIO**.

Click this button to **HIDE** the text.

Fig 7

While navigating, you will notice a few more buttons that are designed to help you do the tasks. For instance:

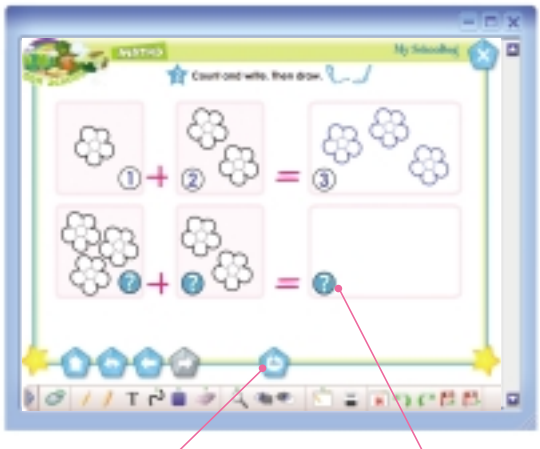


Fig 8

Fig 9

Some exercises provide you with the additional option of **DELETING THE ANSWER KEY**. Clicking this button will allow you to restart the task as many times as you wish.

Clicking this button shows the **KEY** to the item.

In some sections, you will find tasks that have this button (see *Fig 10*).

Click the **HEADPHONES** to play the audio of each item.

This button **REVEALS THE TEXT**.

Fig 10

In some sections, you will find tasks that include **AUDIOS** and **VIDEOS** (see *Fig 11, 12, 13, 14)*.

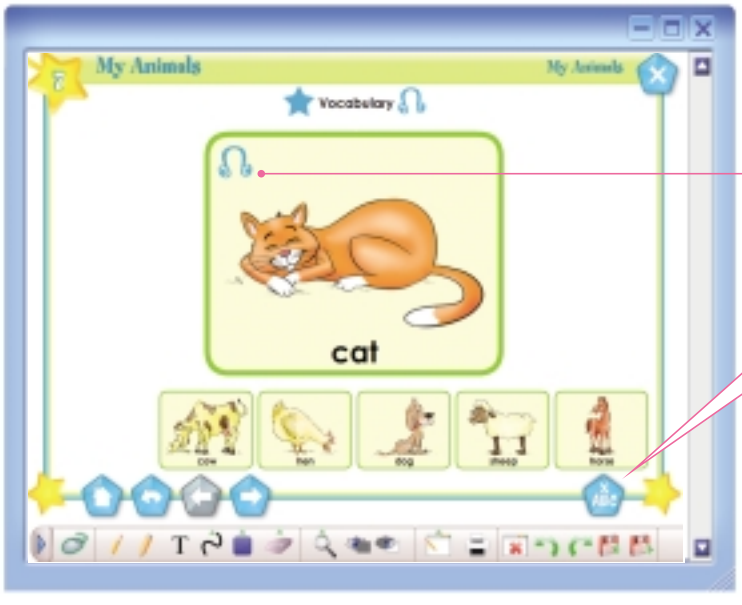

My Animals
Vocabulary
cat
Click the **HEADPHONES** to play the audio of each item.
Click this button to **HIDE THE TEXT**. (see *Fig 10*).

Fig 11

Fig 12

Click the **TAPESCRIPTS** button to **REVEAL/HIDE** the tapescripts of the audio (see *Fig 13)*.

Fig 13

The **PLAY VIDEO** button.

A **SEEK BAR** that operates in the same way as in the *Video* section.

PLAY/PAUSE

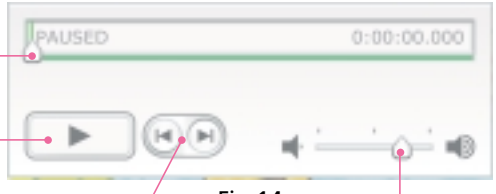
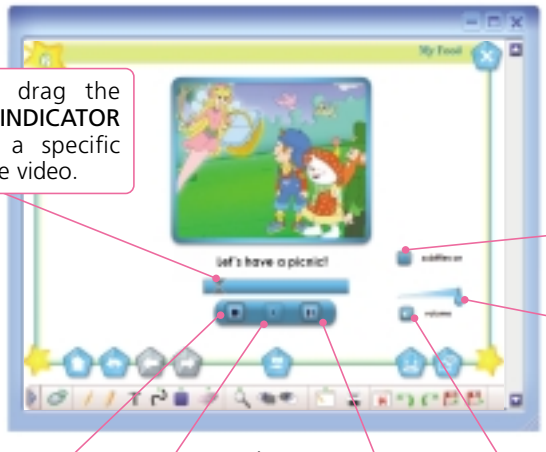



Fig 14

Go to the **BEGINNING/END** of the recording.

A **VOLUME** control that operates in the same way as in the *Video* section.

An **AUDIO PLAYER** appears on screen in activities that include audio recording (see *Fig 6, 7, 12 and 13*).



Click and drag the **SEEK BAR INDICATOR** to locate a specific point in the video.

When you play a video, the **VIDEO CONTROLS** appear below the video screen, along with the subtitles (see *Fig 15*).

Click to (de)activate the **SUBTITLES**.

Click and drag this indicator to the left or right to adjust the **VOLUME** of the video.

Fig 15

STOP

PLAY

PAUSE

MUTE

All sections, i.e. *Modules, My Alphabet, Fun Time!, Let's play!, Posters*, and *Extras,* are organised in the same way (see *FEATURES* section for more details).

For instance, from the *Main Menu*, click *My Alphabet* section to enter **MY ALPHABET MENU** (see *Fig 16*). Then click any of the given units, e.g. A-C or S-V etc, to enter the equivalent **UNIT MENU** (see *Fig 17*).

Fig 16

Fig 17

The activated tasks are again circled in blue.

## Features

The **Fairyland IWB Software** is designed as a teaching aid for the coursebook and for this reason they are identical content-wise. Moreover, it includes all the course features such as class posters and board games, all organised in individual menus for easy access. Wherever possible, additional interactive activities have been added so as to provide further practice.

The execution of the task types used in the course is naturally slightly different when using an interactive whiteboard. Whereas you can still use the ***PENCIL*** (see *PENCIL* section) to write your notes or answers in a task, you may also complete them by either *clicking* or *dragging and dropping*.

Below is a short presentation of the task types used in each section.

### *Modules*

As in the coursebook, each module includes two units, each of which is divided into five lessons. In vocabulary tasks, click the small icons to make them larger (see *Fig 18-19*). As in *Fig 10* and *11*, clicking the **HEADPHONES** will play the audio of the item and clicking the **REVEAL/HIDE TEXT** buttons will reveal/hide the written forms.

Fig 18

Fig 19

Fig 20

You will notice that dialogues have been laid out slightly differently in the software (see *Fig 20*), because the screen is perceived as one page rather than the two-page spread of the book. Therefore, in order to avoid confusion, you may consider presenting the dialogue with books closed.

The **GO TO THE ADDITIONAL TASK** button.

Fig 21

An additional comprehension task for every dialogue involves matching the correct audio sentence to the correct picture (see *Fig 21*). Click the **HEADPHONES** button below the pictures, listen and then click the frame of the dialogue it corresponds to. A correct answer will colour the frame, whereas a wrong answer will activate a sound effect.

Click this button to return to the **LISTEN AND READ** task of the coursebook (see *Fig 20*).

Practice tasks vary throughout the software, but all can be completed either by clicking, dragging and dropping or using the ***PENCIL*** tool from the toolbar to directly write your notes, draw lines etc. For example:

In circling tasks, you can use the ***PENCIL*** tool to circle the correct item on screen. Alternatively, you can click **SHOW KEY** buttons or click the item itself to circle it (see *Fig 22-23*).

Fig 22

Fig 23

Matching tasks can be done by dragging and dropping each item into your chosen place, such as in tasks in *Fig 24-25*. Alternatively, you can use the **PENCIL** tool to write your own answers.

Fig 24

Fig 25

Speaking tasks generally include all the suggested answers. Clicking the headphones or the **SHOW KEY** button reveals the suggested answers as in the example in *Fig 26-27*.

Fig 26

Fig 27

Fig 28

In Portfolio activities you can either use the ***PENCIL*** tool to draw your own picture and then describe it or simply click the **SHOW KEY** button to reveal the suggested answer (see *Fig 28*). The suggested answer includes an audio description, which can be activated by clicking the **HEADPHONES**.

In colouring tasks, you may click a crayon to select a colour and then click the object to fill it with that colour (see *Fig 29-30*). Alternatively, you may use the ***HIGHLIGHTER*** tool and select a colour from the palette in the ***TOOLBAR*** (see ***HIGHLIGHTER*** and ***SELECT PENCIL/HIGHLIGHTER COLOUR SECTIONS***).

Fig 29

Fig 30

In line drawing and tracing tasks, you again have the choice of either clicking the **SHOW KEY** button or using the ***PENCIL*** tool to draw the lines (see *Fig 31-32*).

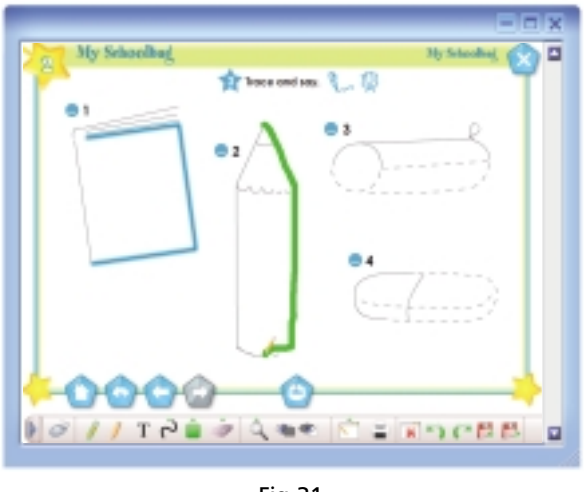


Fig 31

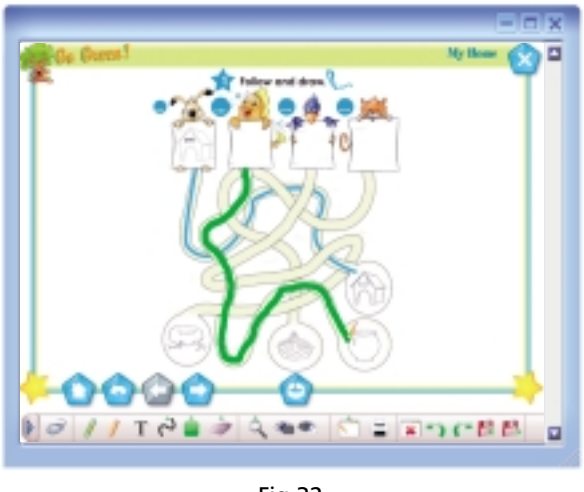


Fig 32

## My Alphabet

Fig 33

The letters are presented the same way as in the Alphabet booklet.

Click the **HEADPHONES** to listen to the audio of each letter and the word example (see *Fig 33*). You can play the audio as many times as you wish.

To practise writing the letters of the alphabet you may use the ***PENCIL*** tool. The projected screen with the guiding lines emphasises the strokes students need to make to write each letter (see *Fig 34*). You may demonstrate writing each letter yourself and then ask individual students to stand up and practise writing them themselves.

Fig 34

Practice tasks that follow require writing or completing. Click the **SHOW KEY** buttons to reveal the answers or simply use the **PENCIL** tool to write the missing letter on the screen (see *Fig 35-36*).

Fig 35

Fig 36

Other practice tasks involve listening to and repeating a sentence (see *Fig 37*). Each listening and repeating activity is accompanied by a corresponding video extract (see *Fig 38*).

Fig 37

Fig 38

### *Fun Time!*

From the **FUN TIME! MENU** (*Fig 39*), click the poster at the centre of the screen to enter. Click each item to listen to its audio. If you click the **SHOW TEXT** button the written form will be revealed as well every time you click an object (see *Fig 40*).

Fig 39

Fig 40

## *Let's Play!*

This section includes four animated board games (*Fig 41*). Click the **LET'S PLAY** icon in the **MAIN MENU** (*Fig 3*) to see the four board games screen. Then, click the desired game to play (*Fig 41*).

Fig 41

Indicates which team's turn it is and provides space to write answers to questions if desired.

If a team's counter lands on one of these squares, they are prompted to **GO BACK TO THE START** line.

the **TEAM COUNTERS**

the **START** point

Click this button to **SPIN THE WHEEL**.

Fig 42

the **FINISH POINT**

The number of squares the team's counter will move.

Fig 43

If the team answers the question incorrectly, click the **WRONG ANSWER** button. The team's counter returns to its previous position.

If the team answers the question correctly, i.e. in this case name the object, click the **RIGHT ANSWER** button. Then the other team gets a turn on the wheel!

## *Posters!*

Click the posters icons on the **MAIN MENU** to enter the **POSTERS SUBMENU** (see *Fig 44*). Then, click the desired poster to enter. Click an object in the poster and listen to its audio. Click the button to make its word/phrase/sentence appear on the screen (*Fig 45*).

Please note that in the Alphabet poster the alphabet is introduced phonetically.

Fig 44

Fig 45

## *Extras*

Upon entering the **EXTRAS SUBMENU** (see *Fig 46*), click any of the pictures to go to the equivalent optional unit (see *Fig 47*). The activities include songs, colouring tasks, matching tasks and writing tasks as in the rest of the coursebook.

Fig 46

Fig 47

## The toolbar

At the bottom of every screen, you will find the **Toolbar**.

Fig 48

Fig 49

If for any reason you wish to hide the toolbar during your lesson, you can do so by clicking the arrow on the left-hand side. To make it reappear, you can click the arrow on the right.

## The toolbar at a glance

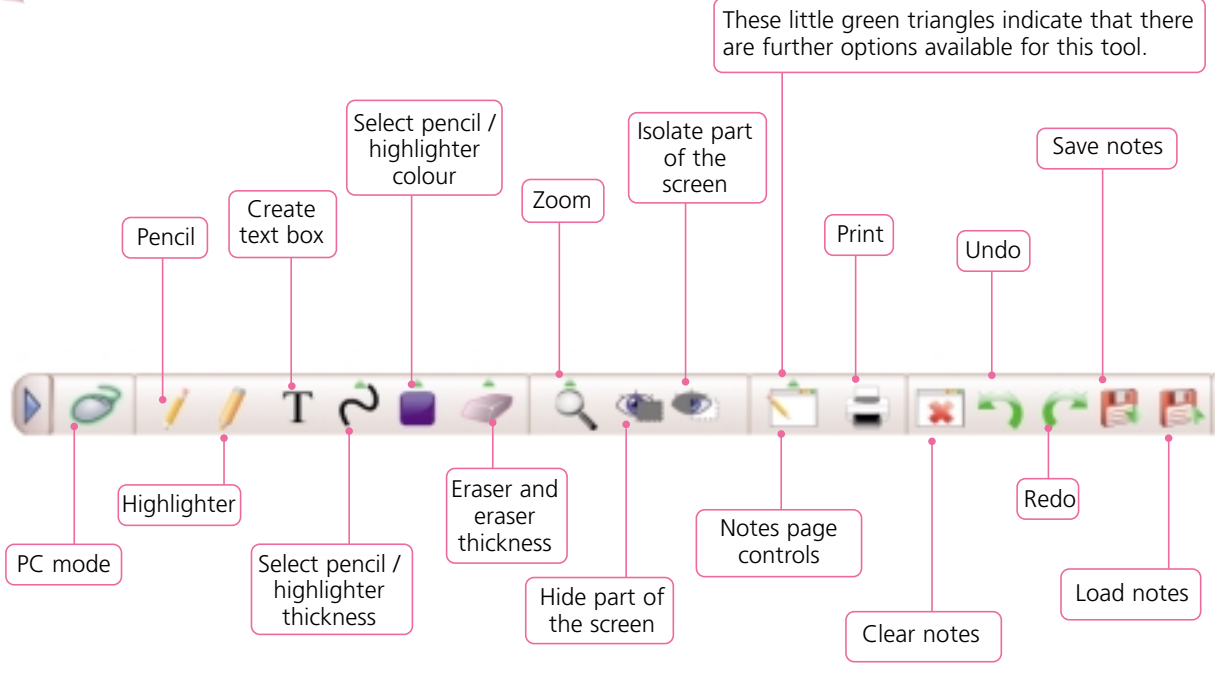



Fig 50

## Using the tools

PC MODE: After you have used one of the tools, click this to regain your normal mouse pointer function. This way you can once again *click* and *click and drag*.

PENCIL: Click to turn your mouse pointer into a pencil. Now you can make your own notes on every screen provided in this software – a very useful tool if you want to write students' own answers during prediction warm-up or error correction (see *Fig 51*). Make sure you select a colour and thickness for your pencil before you actually write anything (see *SELECT PENCIL/HIGHLIGHTER THICKNESS* and *COLOUR* sections).

HIGHLIGHTER: Click and drag on every word, phrase or sentence you wish to highlight in a text (see *Fig 52*). Again, you have the option of selecting the colour and thickness of your highlighter first.

Fig 51

Fig 52

CREATE TEXT BOX: If you don't want to use the pointer/electronic pen of your interactive whiteboard, this is a useful alternative for making notes. Click and drag to create a text box and type in your notes (see *Fig 53*).

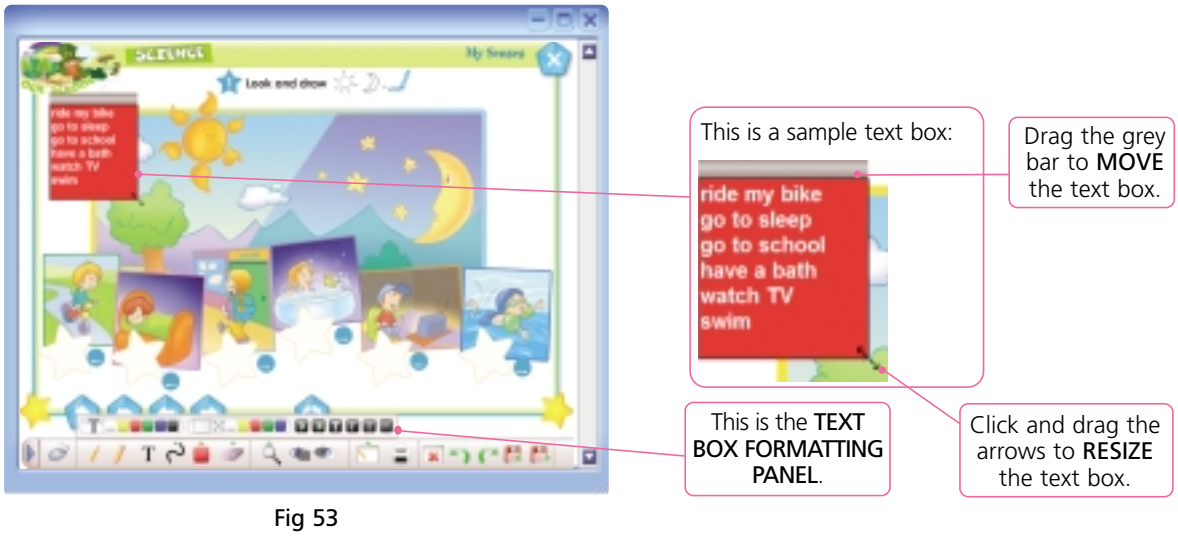

This is a sample text box:
ride my bike
go to sleep
go to school
have a bath
watch TV
swim
Drag the grey bar to MOVE the text box.
This is the TEXT BOX FORMATTING PANEL.
Click and drag the arrows to RESIZE the text box.

Fig 53

Once you have created a textbox, a formatting panel appears so you can customise your text (see *Fig 54*).

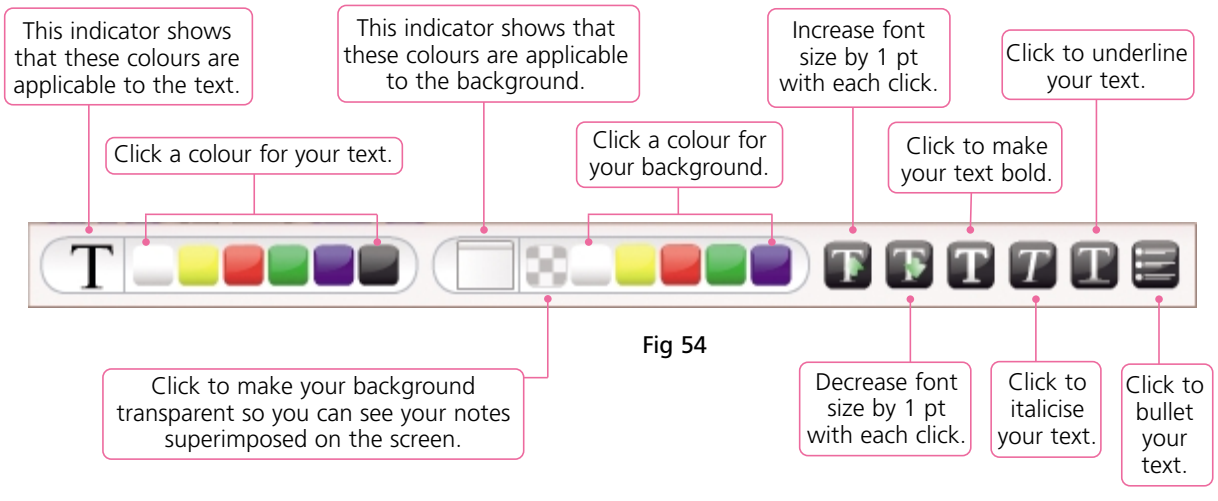

This indicator shows that these colours are applicable to the text.
This indicator shows that these colours are applicable to the background.
Increase font size by 1 pt with each click.
Click to underline your text.
Click a colour for your text.
Click a colour for your background.
Click to make your text bold.
Click to make your background transparent so you can see your notes superimposed on the screen.
Decrease font size by 1 pt with each click.
Click to italicise your text.
Click to bullet your text.

Fig 54

SELECT PENCIL/HIGHLIGHTER THICKNESS: Once you have clicked this tool, another options panel appears (see *Fig 55*). Click any of the brush strokes to select the thickness of your pencil or highlighter.

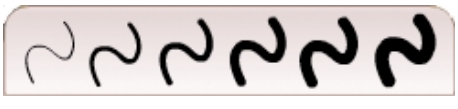


Fig 55

SELECT PENCIL/HIGHLIGHTER COLOUR: Click to reveal the colour options panel and select a colour for your pencil/highlighter (see *Fig 56*). This is a very useful tool if you like to use colour-coding while teaching.

Fig 56

ZOOM: Once you have clicked this tool, another options panel appears (see *Fig 57*).

Fig 57

For example, *Fig 58* shows a zoomed in area of a screen.

I love the Magic Forest!
In the bottom right corner, there are four arrows pointing to the top, bottom, left and right. By clicking them individually you can navigate the screen.

Fig 58

ERASER and ERASER THICKNESS: When you click this tool, another options panel appears so you can select the thickness of your eraser (see *Fig 59*). Click the circle of your choice to select the thickness of your eraser and your pointer turns into an eraser. Drag it over the area you wish to erase. If you want to erase a text box, simply click it once and the entire text box will be deleted.

Fig 59

HIDE PART OF THE SCREEN: When you click and drag over a selected area with this tool, you can hide areas such as individual illustrations, paragraphs, words, phrases etc (see *Fig 60*). This will give you the opportunity to explore tasks and texts further.

Fig 60

ISOLATE PART OF THE SCREEN: When you click and drag over an area of the screen with this tool, the section you have selected will be visible and therefore focus students' attention directly on it. The rest of the screen fills up with the colour of your choice (see *Fig 61*).

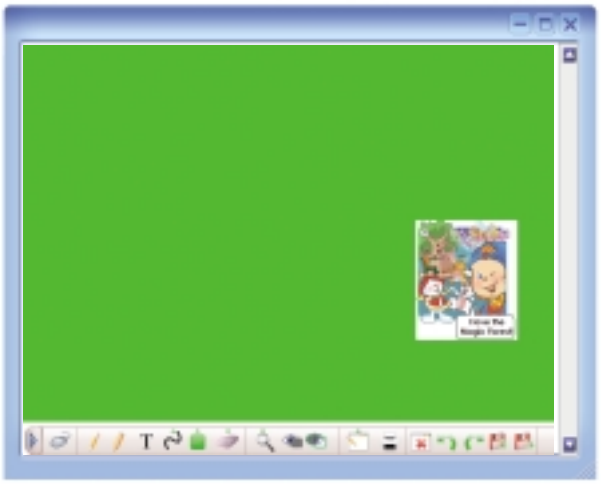


Fig 61

PAGE CONTROLS: Clicking this tool will reveal another options panel so you can organise your notes in different layers (see *Fig 62*). Each layer works as a blank page you can write your notes on. This page can be either transparent and visible over the task screen, or opaque and function like a conventional whiteboard. The difference is that now you can prepare your notes before your lesson, or save them after the lesson so as to use them again in the future with the same class or a different class of the same level.

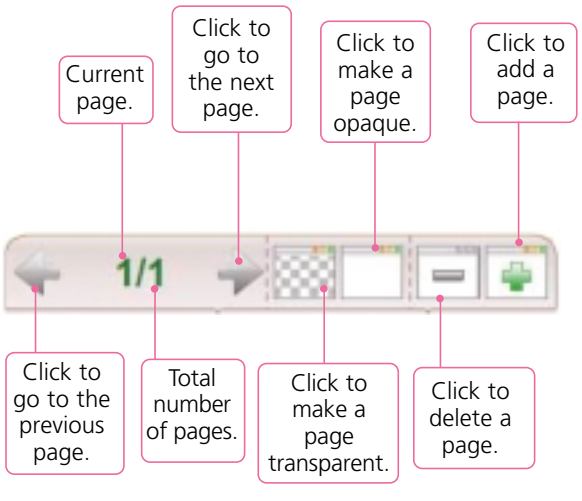
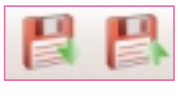

Current page.
Click to go to the next page.
Click to make a page opaque.
Click to add a page.
1/1
Click to go to the previous page.
Total number of pages.
Click to make a page transparent.
Click to delete a page.

Fig 62

PRINT: Click this to print the screen you are working on, as it is – with notes. Please note that the preferred printing mode for this feature is landscape.

CLEAR NOTES: Click this to erase all your notes on a particular screen.

UNDO / REDO: Click to undo or redo any action you have just done.



SAVE and LOAD NOTES: These two tools are especially useful if you want to use the same notes with another class on a different day. Please note that the **Fairyland 1 IWB** notes and annotations can be accessed only through this software; therefore, they will be saved in a file created by the software and identified by the software alone.

## Saving Notes

First you need to make notes, either using the pencil or the text box tool, as in the example in *Fig 63*.

Fig 63

Fig 64

Then click **SAVE** . A blue window appears with the options **SAVE** and **CANCEL**. Type a name for your notes in the field that appears above these two options. It is best to name your notes according to the unit, the lesson, the exercise and the date you created them (see *Fig 64*). For example, you could name a file **`U8L2_Ex1_12May`**. In this way, you can locate them easily once you have accumulated a long list of notes.

It is possible that your system will notify you that 'Local', i.e. this software, is trying to store a file in your computer (see *Fig 65*). Click **ALLOW**.

Now you have successfully saved your notes.

Fig 65

### *Loading Notes*

Fig 66

Click **LOAD NOTES** to load a page of notes you have saved. Another blue window appears with the options **LOAD** and **CANCEL** (see *Fig 66*). Click the file name of your notes and then click **LOAD**.

Your saved notes will appear in the same manner as they did when you saved them (see *Fig 67*).

Fig 67

## Using Note Exporter on an IBM compatible PC

As you save notes while using the **Fairyland 1 IWB Software**, you may wish to share them with other teachers using this software. You may also wish to use them on a different computer for a different class of the same level. In order to do either, you have to export your saved notes.

For this purpose, we have included the ***Note Exporter*** utility in this software. Please note that this function is only available for systems that are using the same software and that for ***Note Exporter*** to function correctly, you need to have saved at least one set of whiteboard notes.

To run ***Note Exporter*** go to *My Computer*. Then, right-click the icon **`Fairyland_1`** on your disk drive. A drop-down menu will appear (see *Fig 68*). Click **EXPLORE**.

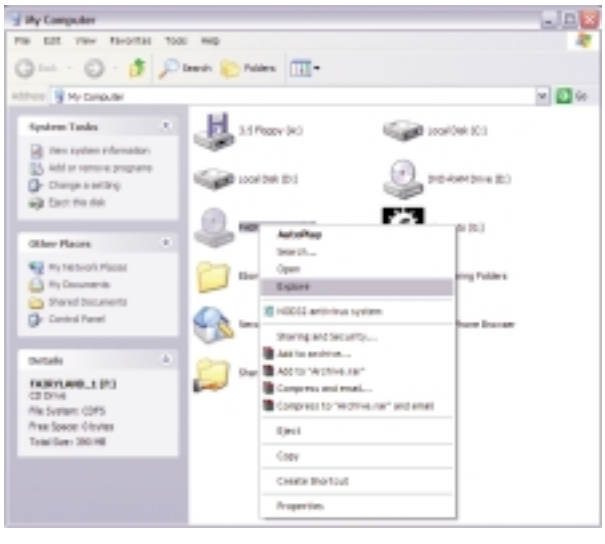


Fig 68

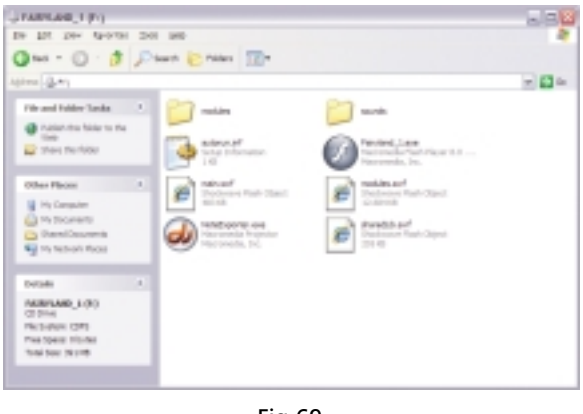


Fig 69

In the new window that appears, double-click the **`NoteExporter.exe`** icon (see *Fig 69*).

***Note Exporter*** will now start. The new window that appears will offer you two options (see *Fig 70*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.

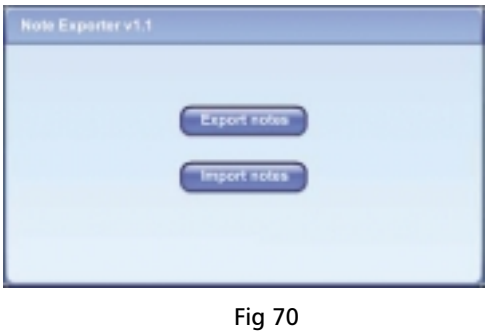



Fig 70

## *Exporting notes*

N.B.: Before exporting any notes, you will need to have created a folder in your computer into which your notes will be exported. In this example, we have named this folder **`Fairyland1IWB`**.

Fig 71

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 71*.

After a few minutes, you will be prompted to enter the application file identifier. This is the file in which the software saves all your notes. Please type

**FLand1**

in the space provided (see *Fig 72*). Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.

Fig 72

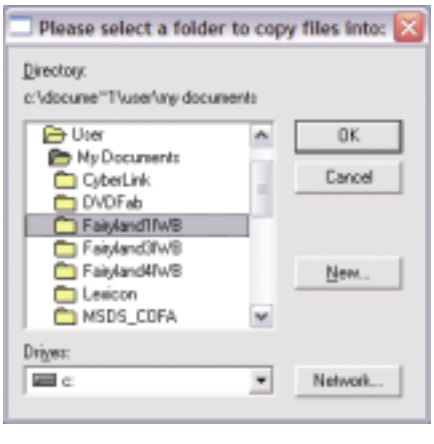



Fig 73

A window will appear that asks you to specify the folder in your system where you wish to export your notes. Select the drive and the folder from the drop-down menu and click **OK** (see *Fig 73*).

Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 74* after a few seconds.

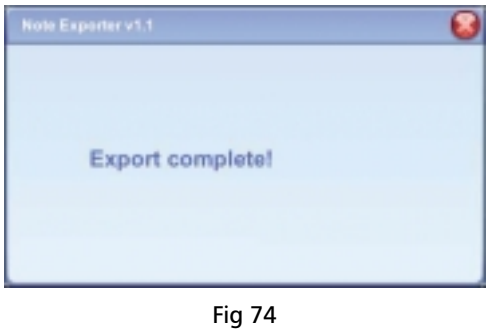



Fig 74

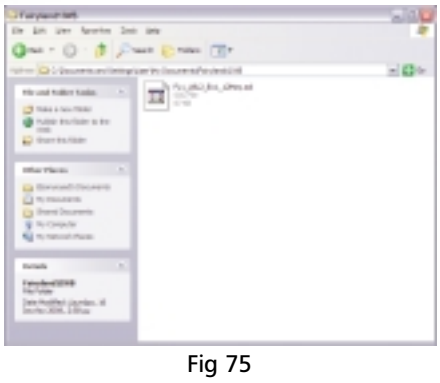


Fig 75

The saved notes files have now been moved to the folder that the user specified (see *Fig 75*).

You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FOUR CHARACTERS (FL1_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the ***IMPORT NOTES*** function.

### *Importing notes*

To import your exported notes onto another computer that has the same software, run ***Note Exporter*** as described in the previous section (see ***Exporting notes***).

Fig 76

When you see the window shown in *Fig 76*, click **IMPORT NOTES**.

The message in *Fig 77* will appear:

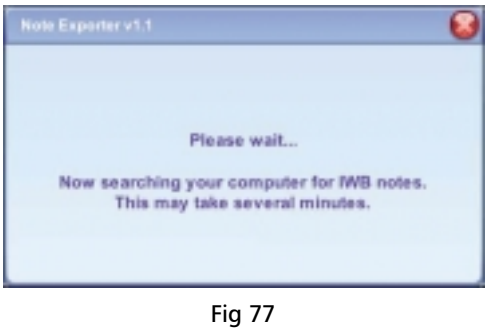



Fig 77

Fig 78

After a few minutes, you will be prompted to enter the application file identifier. Please type

**FLand1**

in the space provided (see *Fig 78*). Again, please remember that this is a set file name and that it is case-sensitive. Now click **OK**.

The message in *Fig 79* will appear. Click **OK**.

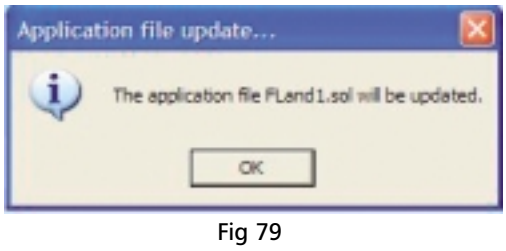



Fig 79

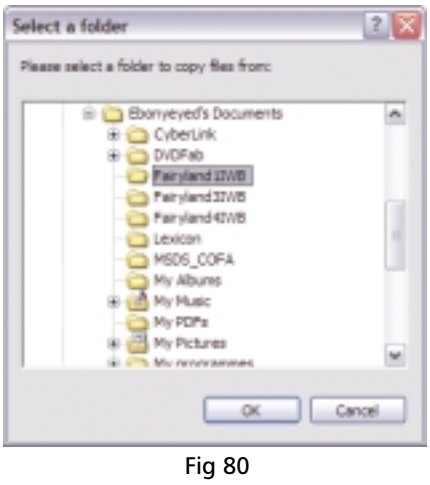



Fig 80

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 80*). Scroll down the menu and select the folder. Then, click **OK**. In this particular example, the user has saved their exported notes on their computer in a folder called ***Fairyland1IWB***. However, you can import notes from a CD, DVD, USB stick or any other portable medium.

When you have successfully imported the notes, the message in *Fig 81* will appear.

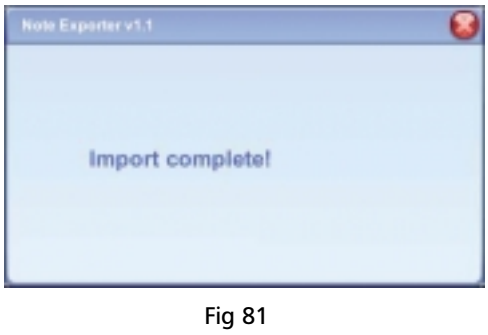



Fig 81

In order to view the imported notes, you may now load them using the ***LOAD NOTES*** function.

## Using Note Exporter on a Mac OS

***Note Exporter*** operates in a slightly different manner on a Mac OS.

Fig 82

To run ***Note Exporter***, insert the disk into your drive. The icon shown in *Fig 82* will appear on your desktop.

When you click it, the contents of the disk appear in a browser window with the icons and file names shown in *Fig 83*.

Fig 83

Click the

icon to run the application.

***Note Exporter*** will now start. The new window that appears will offer you two options (see *Fig 84*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.

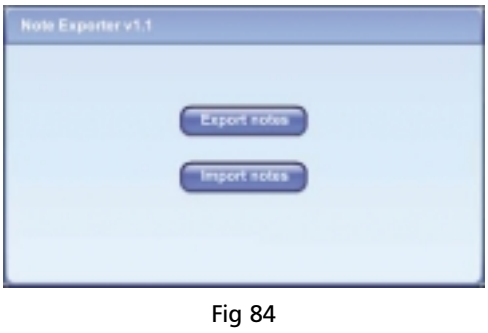



Fig 84

## *Exporting notes*

Fig 85

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in *Fig 85*.

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 86*). This is the file in which the software saves all your notes. Please type

**FLand1**

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it correctly. Now click **OK**.

Fig 86

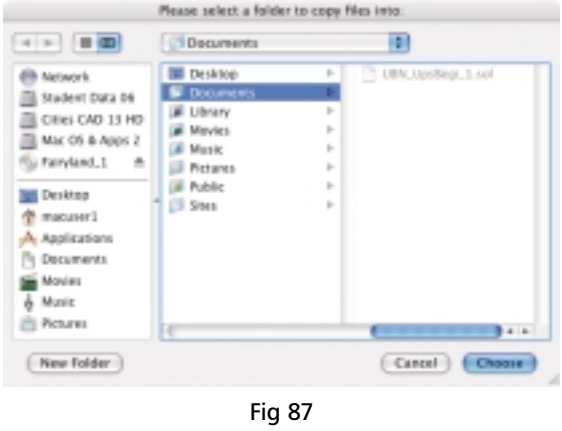



Fig 87

A window will appear that asks you to specify the folder in your system from which you wish to export your notes (see *Fig 87*). Select the drive and the folder from the drop-down menu and click **CHOOSE**.

Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 88* after a few seconds.

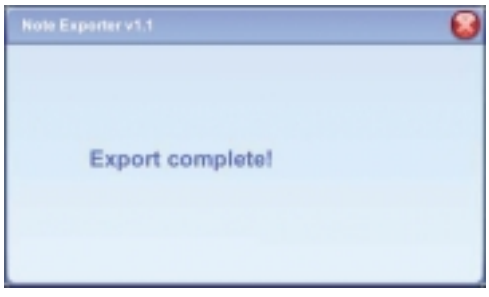



Fig 88

The saved notes files have now been moved to the folder the user specified. You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FOUR CHARACTERS (FL1_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the **IMPORT NOTES** function.

### *Importing notes*

To import your exported notes onto another computer that has the same software, run ***Note Exporter*** as described in the previous section (see ***Exporting notes***).

Fig 89

When you see the window shown in *Fig 89*, click **IMPORT NOTES**.

The message in *Fig 90* will appear:

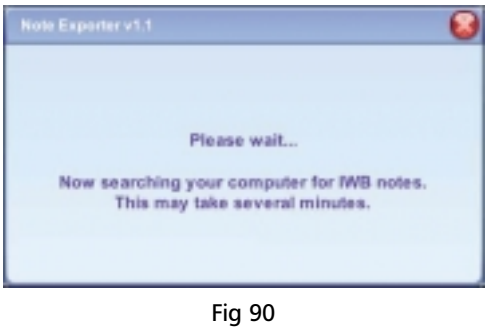



Fig 90

Fig 91

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 91*). Please type

**FLand1**

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Then click **OK**.

The message in *Fig 92* will appear. Click **OK**.

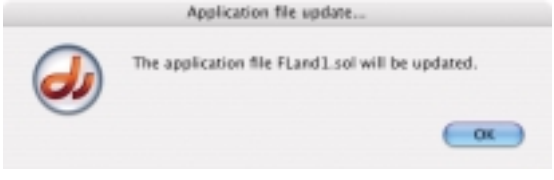



Fig 92

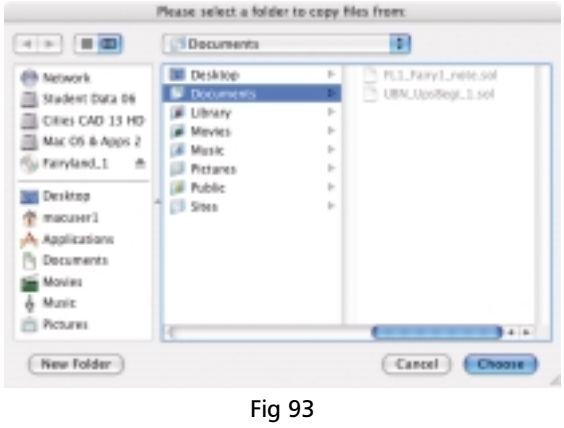



Fig 93

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 93*). Scroll down the menu and select the folder. Please note that you can import notes from a CD, DVD, USB stick or any other portable medium. Click **CHOOSE**.

When you have successfully imported the notes, the message in *Fig 94* will appear.

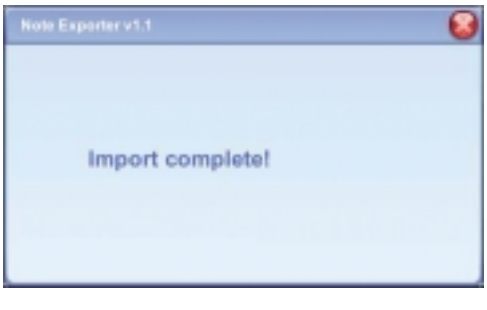



Fig 94

Again, in order to view the imported notes, you may now load them using the **LOAD NOTES** function.

## Troubleshooting

| Problem | Solution |
|---|---|
| I insert the CD in my CD drive but nothing happens. | Your computer's autorun feature is possibly disabled. Go to ***My Computer*** and double click the **`Fairyland_1`** icon. In the new window that opens, double-click the **`Fairyland_1`** icon. |
| I've just written some notes and I want to go back to using the main application, but it seems that I cannot click anything. | Make sure you return to PC Mode using the PC Mode icon. |
| ***Note Exporter*** cannot find my files. | • Make sure you have typed the application file identifier correctly. For **Fairyland 1 IWB**, the file identifier is **FLand1**.<br>• If the problem persists, avoid using other applications while running ***Note Exporter***. |
| My pages do not print properly. | Make sure your printer is set to print in landscape mode for optimum results. |

## Contact support

In case you have any queries on the use of **Fairyland 1 IWB**, please contact us at IWBsupport@expresspublishing.co.uk .

# A user-friendly Teacher's Guide on how to use Fairyland 1 Interactive Whiteboard Software with the Fairyland course.

## MODULES

The IWB software contains the same four modules as the Fairyland Pupil's Book. Each module is divided into two units.

## UNITS

Here are some suggestions on how to approach each *section/activity* type encountered within each unit of the Fairyland course.

### ❑ Presentation of the new language (Vocabulary)

We suggest that the *vocabulary* be presented through the IWB software. The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol.
This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

### ❑ Songs

All the *songs* are ***fully animated*** and also have an optional subtitle feature which makes the IWB software an ideal vehicle to practise the songs in an entertaining way. The teacher refers the pupils to the animation on the IWB and encourages them to join in the actions and sing along.
In some instances, the songs are accompanied by an activity (*e.g. Listen and number. Then sing.; Listen and circle. Then sing.* etc). In these cases we suggest the activity be completed in the Pupil's Books while listening to the song through the IWB software. Then the teacher can check the pupils' answers through the IWB software, by clicking on the appropriate button(s), before playing the video.

### ❑ Activities

There is a wide variety of activities catering for all types of learners and learning styles such as:

- Matching
- Circling
- Colouring/Drawing
- Craftwork
- Tracing, etc

All activities are to be completed first in the Pupil's Book. The IWB software can be used for the pupils to check their answers. (*For further information see **User's Manual**.*)

### ❑ Dialogues

All of the *dialogues* on the IWB software offer the following features:

- The dialogue is displayed on the IWB and the teacher plays the audio by clicking on the audio player/symbol for the pupils to listen and follow in their books.
  **Note:** The teacher has the option to display the dialogue with or without the speech bubbles by clicking on the appropriate button ( ).
- The teacher plays the fully-animated video of the dialogue on the IWB for the pupils to watch together as a class.
  **Note:** The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button (*subtitles on/off*).

The *dialogues* can be exploited in the following ways:

- The teacher clicks on the appropriate button ( ) to display the dialogue. Then he/she clicks on the headphone symbol on each picture in order for the pupils to listen and repeat chorally and/or individually.

- For further practice of the dialogue, the teacher clicks on the appropriate button ( ) to reveal the dialogue in *grey scale*. Then he/she clicks on the headphone symbol for the pupils to listen to the exchange and identify which picture it corresponds to.

Extension

i As a means of bringing the dialogue to life, we suggest the teacher assign roles and allow the pupils some time to rehearse. During this stage, the dialogue is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the dialogue for the rest of the class.

ii The teacher plays the dialogue through the IWB software. He/She pauses the video at strategic points, i.e. when an answer is expected, when an action is about to happen, etc, and asks the pupils to predict what is said/will happen next.

## ❑ Listening

All *listening activities* should be done the following way: The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key button(s).

Extension

i Upon completion of the activity, the teacher encourages pupils to respond to his/her questions, describe the people/items in the picture(s), play guessing games, etc as a means of activating the language used in the listening activities.

ii. Upon completion of the activity, the teacher plays the audio again and pauses at strategic points, i.e. when an item/colour/name is mentioned. He/She encourages the pupils to say the word(s) that come next.

## ❑ Portfolio

We suggest that all *Portfolio activities* are approached exclusively through the IWB software. First, the teacher displays the model by clicking on the key button. Then he/she points to the picture(s) and invites the pupils to say what they can see. Then the teacher clicks on the audio symbol and the pupils listen to confirm their answers. Finally the teacher assigns the Portfolio activity as classwork or homework.

## ❑ Speaking

We suggest that all types of *speaking activities* should be exploited with the use of the IWB software as follows:

- First the teacher explains the activity and assigns roles when required.
- Then the teacher uses the model, pictures, etc on the IWB software in order to elicit ideas/ vocabulary, etc.
- Then the pupils have some time to prepare while the teacher circulates and monitors the activity.
- Finally, the pupils perform the activity in front of the class.

**Note:** We advise that all speaking activities be recorded in order to be included in the Pupils' Portfolio.

## ❑ Stickers

All *stickers activities* should be done the following way: The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key button(s).

## MY ALPHABET

The presentation of the English alphabet is divided into eight sections. Each section is exactly the same in its approach:

- **Ex. 1:** The teacher plays the audio through the IWB software while the pupils follow in their books, point and repeat.
- **Ex. 2:** The teacher presents the sentences through the IWB software and elicits the characters. Then he/she plays the audio through the IWB software while the pupils listen and repeat. The teacher allows the pupils some time to colour in the letters with a colour of their choice. Then he/she colours in the letters him/herself with prompts from the pupils. Finally the teacher clicks on the video symbol for the pupils to watch.

**Note:** Alternatively, the teacher presents the sentences through the video on the IWB software and pause for the pupils to listen and repeat. Then the teacher allows the pupils some time to colour in the letters in their own books with a colour of their choice.

- **Ex. 3:** The teacher demonstrates the formation of the letters through the IWB software (see *Fig 34*, p. 15). Then he/she allows the pupils some time to complete the activity in their Pupil's Books.
- **Ex. 4:** This exercise is to be completed first in the Pupil's Book. The IWB software can be used for the pupils to check their answers.

## FUN TIME!

This section presents the key vocabulary of the course and can be used for consolidation, revision, dictation, spell check, etc. The teacher points to an item and elicits the word. Then he/she clicks on the item for the pupils to listen and repeat. By clicking on the **ABC** button, the written words are revealed.

## LET'S PLAY (Board Games)

The *board games* can be played through the IWB software. The teacher assigns two teams, Team 1 to represent Woody and Team 2 to represent Frosty, and the class plays the game together: the teacher clicks on the *SPIN!* button to select a number. Then he/she invites a member of Team 1 or Team 2 to name the item displayed. He/She clicks on the *tick* or *cross* accordingly and the game proceeds. Alternatively, the pupils can play the board games in pairs using their Activity Books.

## POSTERS

The *posters* display the vocabulary of the first spread as well as the picture of the first song. The teacher can consolidate the vocabulary through the IWB software by eliciting the words and clicking on the *ABC* button to display the words in written form if needed.

## EXTRAS

Fairyland 1 IWB software contains the *Optional Units* of the course. The teacher approaches each activity according to the instructions previously mentioned for each activity type (*e.g. Sing, Find and colour, etc*).

# How to approach a unit using Fairyland 1 IWB software.

Below the teachers can find a detailed guide for a selected unit from Fairyland Pupil's Book.

## Module 1 – Unit 2

### Lesson 1

**Vocabulary** *(Pupil's Books closed.)* The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol. This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

**Ex. 1** *(Pupil's Books open.)* The pupils complete the activity in their Pupil's Books. Then the teacher colours in the items through the IWB software with prompts from the pupils (*e.g. Teacher: Anna, what colour is your rubber? Anna: My rubber is pink.*).

**Ex. 2** *(Pupil's Books closed.)* The teacher refers the pupils to the animation on the IWB and encourages them to join in the actions and sing along.

**Ex. 3** *(Pupil's Books open.)* The pupils work in the Pupil's Books. Then the teacher checks their answers through the IWB software.

### Lesson 2

**Vocabulary** *(Pupil's Books closed.)* The teacher refers the pupils to the items displayed on the IWB. He/She clicks on the items, one at a time, and the headphone symbol for the pupils to listen and repeat chorally and/or individually. To display the written word the teacher clicks on the **ABC** symbol. This feature of the IWB software is ideal not only for presentation of vocabulary but also for checking/reviewing vocabulary, reinforcing spelling, dictation feedback and general revision.

**Ex. 1** *(Pupil's Books open.)* The pupils complete the task in the Pupil's Books. The teacher then checks their answers through the IWB software.

**Ex. 2** *(Pupil's Books open.)* The pupils complete the task in the Pupil's Books. The teacher then checks their answers through the IWB software.

### Lesson 3

**Ex. 1** *(Pupil's Books open.)* The dialogue is displayed on the IWB and the teacher plays the audio by clicking on the audio player/symbol for the pupils to listen and follow in their books.

**Note:** The teacher has the option to display the dialogue with or without the speech bubbles by clicking on the appropriate button ( ). Displaying the dialogue without the speech bubbles, gives the pupils the opportunity to focus entirely on listening skills.
Then he/she plays the ***fully-animated*** video of the dialogue on the IWB for the pupils to watch together as a class.
**Note:** The teacher has the option to display the video with or without the subtitles by clicking on the appropriate button *(subtitles on/off)*.

The dialogue can be exploited in the following ways:

- The teacher clicks on the appropriate button ( ) to display the dialogue. Then he/she clicks on the headphone symbol on each picture in order for the pupils to listen and repeat chorally and/or individually.
- For further practice of the dialogue, the teacher clicks on the appropriate button ( ) to reveal the dialogue in grey scale. Then he/she clicks on the headphone symbol for the pupils to listen to the exchange and identify which picture it corresponds to.

Extension

iii. As a means of bringing the dialogue to life, we suggest the teacher assign roles and allow the pupils some time to rehearse. During this stage, the dialogue is displayed on the IWB to serve as a prompt. Then the pupils, in groups, perform (act out) the dialogue for the rest of the class.

iv. The teacher plays the dialogue through the IWB software. He/She pauses the video at strategic points, i.e. when an answer is expected, when an action is about to happen, etc, and asks the pupils to predict what is said/will happen next.

e.g. Tapescript: *What's this? (pause)*
Pupils: *It's a pen!* etc

## Lesson 4

**Ex. 1** *(Pupil's Books open.)* The pupils complete the activity in the Pupil's Books. The teacher then checks their answers through the IWB software.

**Ex. 2** *(Pupil's Books open.)* The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key button(s).

Extension

The teacher encourages the pupils to respond to his/her questions.

e.g. Teacher: *How many books?*
Pupil 1: *Five.* etc

**Ex. 3** *(Pupil's Books closed.)* First, the teacher displays the model by clicking on the key button. Then he/she points to the pictures and invites the pupils to say what school items they can see and what colour they are. Then the teacher clicks on the audio symbol and the pupils listen to confirm their answers and repeat chorally and/or individually. Finally the teacher assigns the Portfolio activity as classwork or homework.

## Lesson 5

**Ex. 1** *(Pupil's Books open.)* The teacher refers the pupils to the pictures of the games in their Pupil's Books and instigates a discussion about the playground games (*e.g. What they are called, how to play them, songs that accompany them, etc*). Then the teacher plays the animation on the IWB and encourages the pupils to join in the actions and sing along.

**Ex. 2** *(Pupil's Books open.)* The pupils work in their Pupil's Books while the teacher plays the audio through the IWB software, by clicking on the appropriate audio symbol. Once the activity is completed, the teacher checks the pupils' answers through the IWB software by activating the key buttons.

**Ex. 3** *(Pupil's Books closed.)* The teacher refers the pupils to the game through the IWB software. He/She clicks on the frames 1-5 and allows the pupils some time to look at the school items before he/she clicks on the frames again for the items to be hidden. Then the pupils, in teams, take turns to say a number and the corresponding item. The teacher clicks on the items and activates the audio button for verification. If the pupil finds the correct item, his/her team wins a point.

USER'S MANUAL
& TEACHER'S GUIDE

Express Publishing

ISBN 978-1-84862-266-1